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ABSTRACT

This summer workshop was held in 1967. This guide includes how to lead discussions, ask challenging questions, use feedback, observe behavior of members, make thought-provoking statements, and summarize points. Also included are guides to film discussion, materials on the disadvantaged child, an attitude inventory, tapes on discipline situations, role playing, isolation technique, Negro History Games, and other topics. [Parts of this document may not be clearly legible when reproduced, due to the print quality of the original document. Also, one page of copyrighted material has been deleted.] (Author/CB)

ED056129

HUMAN RELATIONS

WORKSHOP LEADER'S GUIDE

Produced by
the
Summer Human Relations Workshop 1967

Robert J. Nelson - Director of Summer Workshop

UD 010 895

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Materials -

  Partial Bibio on the Puerto Rican People
  Biblio Intergroup Workshop Summer 1967
  Pamphlets and Periodicals

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Participants in the Human Relations Project

Mr. Vaughan Abercrombie
Silvermine School
Special Education

Mrs. Susan Adnopoz
Homebound

Mrs. A. Susan Benton
Kendall School
Grades 3 - 4

Mrs. Gertrude Berman
Fitch School
Grade 3

Mrs. Alice Brennan
Broad River School
Grade 4

Mrs. Margaret Buckley
Nathan Hale Junior High School
English

Mr. Pat D'Orio
Marvin School
Grade 4

Mrs. Harriet Gibson
Tracey School
Transitional Classes

Mrs. Emma Gilmore
Fox Run School
Grades 5 -6

Miss Adele Greif
Homebound

Mr. Stephen Kovacs
Roton Middle School
Mathematics

Mr. John Kuzman
Norwalk High School
Industrial Arts

Mrs. Doris Mason
Tracey School
Grade 2

Mrs. Frances Middleton
Roger Ludlow School
Grade 5

Mr. Richard O'Grady
West Rocks Junior High School
English

Miss Judith Reilly
Cranbury School
Grade 3

Mrs. Heather Rodin
Ponus Ridge Junior High School
Transitional Class

Mr. Richard Sauvageau
Ponus Ridge Junior High School
Mathematics

Miss Pamela Siena
Benjamin Franklin Middle School
Science

Miss Jean Stead
John D. Magrath School
Grade 1

Miss Nellie Stover
Fitch School
Grade 3

Mr. Donald Tracey
Norwalk High School
Industrial Arts

Mr. William Vaugh
Brien McMahon High School
English

Mrs. Yolanda Wilkerson
Ponus Ridge Junior High School
Mathematics

Miss Cynthia Zimkus
Ponus Ridge Junior High School
English

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FEEDBACK

I. Why Feedback?

Use of observers based on assumptions

1. A group is a unti which has a process of operation
2. Ability of functioning well is controlled by the group
3. The group has in its own power the ability to improve its own process
4. The group is more likely to improve if it pays attention to its process.

II. What is observation?

Use of the observer is a technique to stimulate group in thinking about itself

III. Kinds of Feedback

1. to group
2. to leader
   - a. Observer notes those things which leader did not see
   - b. There is danger that the observer may compete with the leader unless he is careful in introducing his observations intermittently during the session
   - c. The leader and observer have outside conferences on group process

IV. What Does the Observer Have to Know?

1. What is good group process?
2. What is good group growth?
3. When the group is ready for certain kinds of feedback material

V. Observation to be given as feedback at first meeting

- a. Skip any personality clashes
- b. There is some need to comment on obvious things by "wondering about situation"
- c. It is essential to maintain a good relationship with the group, therefore cannot do any judging of the group, etc.
- d. It is easiest to start in with participation pattern
- e. Discuss Problems of Communication
- f. Discuss process points e.g., goal or confusion in direction.
- g. Stimulate group to do its own evaluation

VI. Feedback after group has some cohesion

1. Observer cannot operate with philosophy different from that of the leader. Feedback is aimed differently if one believes that the group needs to struggle in order to be a good group.
2. Discussion of Role-Behavior-Without mentioning names, discuss the needs of group in relation to the types of roles which are lacking.

Guide for Discussion Leaders

Bibliography:

Larson, Orvin. When It's Your Turn to Speak. Harper and Brothers Publishers. New York, N.Y., 1962.

Wheeler, Elmer. How I Mastered My Fear of Public Speaking. Harper and Brothers Publishers. New York, N.Y., 1957.

A. Qualifications and Behavior of Members of a Discussion Group (Reference #2)
   1. Listen attentively
   2. Be objective
      a. Search for truth - authoritative usable facts
      b. Be receptive to data presented
      c. Evaluate material before reaching a definite conclusion
      d. Don't be dogmatic and/or argumentative
   3. Be informed
   4. Talk enough - neither too much nor too little
      a. State your piece - don't repeat yourself
   5. Be easy to listen to
      a. Do not mumble
      b. Vary voice tone and pitch
      c. Be clear and emphatic
   6. Stick to the point - one at a time
   7. Watch your language
      a. Be aware of words and expressions that:
         1. Muddle thought
         2. Trigger emotion
         3. Confuse, embarrass, anger
      b. Strive for accuracy and clarity

B. The Discussion Leader
   1. He stays in the background
      a. Does not forever insert own opinion
      b. Does not "restate" everything said
   2. He stimulates
      a. Asks challenging questions
      b. Points out untouched issues
      c. Indicates shortage of evidence
   3. He keeps the peace - if debate gets hot you may:
      a. Tell a pertinent joke
      b. Ignore the fracas..."We have just shown how interested we all are in this matter..."
      c. Be severe..."I want you to cool off before we go further..."
      d. If all fails - adjourn the meeting
   4. He guides the discussion
      a. Have tentative pattern to follow
      b. Be flexible
      c. Summarize if necessary
   5. He is reflective thinker
   6. He is the soul of tact
   7. He sets ground rules and moderates

Do's and Don'ts - Reference #3

Do's:

1. Begin with a punch sentence that gets immediate attention.
2. Tell audience why you are there.
3. Stand or sit still while speaking.
4. Be brief and concise.
5. Make good use of facial and hand expressions.
6. Use question marks, not crowbars.
7. Keep eyes on audience.
8. Summarize points.
9. Be honest, sincere, confident.
10. Use examples.
11. Watch enunciation.
12. Smile.
13. Be well prepared.
14. If it gets noisy, you get quiet.

Don'ts:

1. Read speech.
2. Have a dozen anticlimaxes.
3. Talk in a monotone.
4. Have distracting mannerisms.
5. Preach.
6. Point finger at audience.
7. Be pedantic.
8. Use "I" too often - use "you".
9. Monopolize dialogue.
10. Clutter table with unorganized and unneeded materials

General Hints from the group:

1. Arrange for recorder before workshops start.
2. Arrange for "volunteers" as needed prior to specific workshops.
3. Ask a question - wait for response, don't anticipate and give answer or re-phrase question.
4. Take several deep breaths before beginnings - helps the butterflies.
5. If asked a difficult question - pause to collect and organize your thoughts before answering- (you can have a busy moment, i.e. light cigarette, take a drink, etc.).
6. Have a positive approach.
7. Use references only when absolutely necessary.
8. Be well organized and flexible - better to have too much than too little.

Prior to this workshop distribute attitude inventories.

First Day - Purpose and Background

1) Distribute questions related to film.

2) Show film "Children Without" on closed circuit T.V. (29 min.)

3) Show questions on overhead for discussion. (30 min.)

4) Distribute materials on purpose and background, profile of disadvantaged child, and myths books like Hope.

5) Discuss distributed materials (overhead for highlights) (30 min.)

QUESTIONS

1. What are the characteristics of the disadvantaged child?
2. How did the school try to fill the gap of poor home conditions
3. Were all the methods used to reach the home appropriate?
4. What effective teaching techniques were employed?
5. Why was the fight more effectively handled by the second teacher?
6. How do you handle the child who is impatient in asking for help?
7. How do you handle the child who is basically sleepy and hungary?
8. Why are love and understanding necessary elements of education?
9. Was there anything significant in Mr. Scott touching the chairs at the beginning of class?
10. What does human dignity mean?
11. What was the attitude of the staff - principal, teachers, special help?
12. What were the implications of the role playing parts?
13. Why did the father leave the P.T.A. meeting?
14. What does the father's statement, "Shut up and go to school" indicate?
15. What were some of the duties of the children at home?
16. Do you believe "A teacher who denies a child love denies him an education?
17. Do you believe a library should use comics and paperbacks?
18. What influence did the local store have on education?
19. Do you think that the portrayal of this white family was realistic or exaggerated?

Myth: Disadvantaged children are non-verbal.

Fact: They are verbal with their social peer group. They have a rich language structure of their own.

Problem: Their language is different from standard English.

Myth: There is no love in the family.

Fact: There is responsibility between the siblings. There is a struggle to keep the family together.

Problem: The difficulties of existing at the bottom of the ladder

Myth: The family has no interest in education.

Fact: Norwalk parents brought about the closing of a school becaus of their concern.

Problem: Child does not feel welcome in the school environment. The school does not always know how to help the child.

Myth: There is a natural superiority between races.

Fact: All races have a common genesis.

Myth: There are three pure races.

Fact: No race is pure.

Myth: The disadvantaged are lazy.

Fact: They are the victims of society and life often seems to offe no hope. In the school environment, apparent laziness could be caused by lack of food and sleep.

Myth: The disadvantaged children are generally not too bright.

Fact: The tools we use are not adequate. (Inner City Classroom, pgs. 27-31)

Myth: They are not interested in learning.

Fact: Their pre-school learning is impaired. (Auditory, visual, concentration, classifying and catagorizing)

Myth: The disadvantaged child is "out to get the school".

Fact: The children bring with them many problems that break out during the day.

Myth: The schools are not an effective place to help the disadvantaged.

Fact: Throughout the country, educators are helping these children at school by innovating, experimenting and trying.

The disadvantaged child usually has (several of):

1. A negative self-image
2. A lack of peer or father models for "success"
3. A lack of motivation - for school tasks unrelated to interests and needs.
4. A history of failure in traditional school tasks
5. Aggressive behavior or withdrawal
6. Limited aspirations and limited achievement
7. A home life which provides little stimulation for educational growth
8. Suffers from discrimination
9. A lack of verbal skills - alien speech patterns
10. A short attention span - when frustrated
11. An attitude that views authority with suspicion

Profile of the Disadvantaged Child

1. They often appear to do better on performance tests of intelligence.
2. They like to draw.
3. Role-playing is an attractive technique to them.
4. They often use their fingers when counting and move their lips when reading.
5. They like to participate in sports.
6. They employ physical forms of discipline.
7. They appear to think in spatial terms rather than temporal terms. (They often have poor time perspection). The physical learner is usually a slower learner, particularly in early stages. But it is quite likely that they achieve a different kind of understanding of a problem than the foster, symbolic learner. Unfortunately, because our school systems reward speed, physical learners are discouraged and do not develop, while the symbolic learner is encouraged and moves forward.
8. They are at times lethargic; this condition is brought on by the total social and economic environment which would include the flo following:
   improper diet, sleep habits, and family life in general.

Frank Reissman, The Culturally Deprived Child, Harper and Brothers, page 5.

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Inventory of Attitudes Toward Intergroup Differences

Directions:
In the blank at the left of each statement, write "A" if you agree with the statement and "D" if you disagree. If you agree with one portion of the statement but disagree with another portion, rewrite the statement in a manner that suits you better.

___1. The classroom should serve as a forum where all types of religious, ethnic, and social-class problems can be discussed freely. Restrictions should not be imposed on the kinds of topics brought up, even if the topics are controversial.

___2. To ensure that children have equal opportunites for education, it is often necessary for a teacher to furnish special activities and extra aid for those pupils from "disadvantaged minority groups." In short, equality of opportunity is not provided simply by treating all pupils in precisely the same way.

___3. In physical-education activities like folk dancing or ballroom dancing, it is best to pair students of the same racial stock to dance with each other rather than mixing students of different racial backgrounds.

___4. Children whose spoken or written English is poor because their parents use a foreign language at home should be given extra individualized help with English by the classroom teacher, either before or after school.

___5. Because so many of the world's problems are seated in unsatisfactory intergroup relations, teachers of such subjects as English, science, and foreign languages have a responsibility to design at least some of their lessons with the purpose of improving intergroup understanding.

___6. Since the real purpose of language is simply to communicate ideas rather than meet the requirements of grammatical rules, children from families that use substandard English should not be pressed to change their normal household speech, just so long as they get their ideas across.

___7. To avoid embarrassing students of a minority group who may be in the class, the teacher should avoid discussing in class the problems in the community which involve that minority group.

___8. Because low-socioeconomic-class children usually do not have the academic advantages at home enjoyed by upper-middle-class children (such as books and parental supervision of homework), teachers should use more lenient standards in marking lower-class pupils.

___9. All pupils should be afforded equal opportunities for positions of leadership and prestige in the class, regardless of their membership in a particular minority group (such as a religious sect or an ethnic group).

___10. To ensure that students become better acquainted with classmat from varied social-class and ethnic backgrounds, the teacher should assign students to desks in a pattern that mixes social-class and ethnic groups.

___11. The school's proper role in the field of intergroup education is to provide an arena in which pupils of varied intergroup backgrounds can come to know each other. It is not the school's proper role to create action projects for altering the existing intergroup relations within the community.

___12. The teacher - in attempting to adjust his methods to the subcultural habits of the various socioeconomic levels of his students - should adapt his classroom discipline to the kinds of discipline the particular pupil is accustomed to face in his own social-class level. Thus the teacher warns upper-middle-class students verbally, because they are used to this form of discipline at home, but the teacher should more often use corporal punishment with lower-class pupils because they are more accustomed to responding only to rough treatment at home.

___13. High-school teachers of regular subjects, like mathematics or social studies, should not be expected to alter their teaching methods and materials to accommodate the English-language deficiencies of students from bilingual of foreign-language homes.

___14. "Equal opportunities for education" means treating all pupils in an identical fashion, regardless of the variations among them in social-class, ethnic, or religious background.

___15. In districts where Negroes have had equal educational opportunities, their tested intelligence is quite the same as that of other racial groups. Hence, teachers should not expect Negro students in such districts to meet the same standards of academic performance as are applied to students from any other ethnic group.

___16. It is time that the school take the lead in carrying American ideals into reality by mixing students of varied ethnic, religious, and social-class backgrounds in all varieties of academic and social activities.

___17. Classes that study American social problems should focus primarily on these problems as they exist in the local community rather than as they are found in other communities and in the nation. That is, the main goal of the class should be to analyze the intergroup difficulties in the student's own town and to determine what measures should be taken to solve them.

___18. Improving intergroup relations is the task of the social-studies teachers, not of the teachers in such areas as English, mathematics, science, or foreign languages.

___19. In order to realize the ideal of establishing a single, basic American culture shared by all citizens, the school should teach the same manners, morals, and language usage to children of all social strata. If need be, teachers should strongly emphasize the necessity of children adopting this common culture.

___20. The school should not only improve students' knowledge of intergroup-relations issues but also should sponsor projects for improving undesirable relations. In short, the school should initiate action to ensure that equality of opportunity is accorded all subgroups of the society.

___21. Because certain ethnic minorities had such meager opportunites for a good education in the past, it is desirable for teachers to give pupils from these minorities somewhat higher marks than usual in order to provide them extra encouragement to seek advanced schooling. These minorities need a helping hand in the form of a more than equal chance which can help make up for the educational poverty they have suffered in the past.

___22. On a controversial issue involving religion versus science (such as, Was man created intact or did he evolve?), the teacher should require that students present all sides of the controversy; but he himself should not reveal what he personally believes about the issue.

___23. If a student - either in the corridor or on the playground - calls a classmate a derogatory name that labels a group of which the classmate is a member (wop, nigger, spik, polak, greaser, hebe), the teacher who overhears this should not interfere, for it is none of his business.

___24. Children from lower-socioeconomic-level homes should be expected to attain the same standard of English-language usage as is reqired of children from middle- and upper-class homes.

___25. The school's prime function is to further students' academic progress. This means that classroom activities should focus on subject-matter goals. The task of improving relationships among social classes and ethnic groups should be left to the home or to extra-school groups like clubs and churches.

___26. Following the principle of the separation of church and state, the classroom should not be used for the discussion of controversial religious issues, such as the manner in which the universe was created or the nature of man's relationship to God.

___27. Students from Spanish-speaking homes should be given aid with English language in a special class which is substituted for one of the student's elective courses. The school should not expect the regular classroom teacher to devote extra time to aiding such students.

___28. Because Negroes on the average have lower intelligence than white children, it is appropriate for the teacher to assign less difficult assignments for them than for the rest of the class.

___29. In a classroom of mixed ethnic groups, a student who does not wish to accept membership on a committee with classmates of different ethnic stock should, nevertheless, be required to be on the committee.

___30. At the present stage of development in intergroup relations, it is unreasonable in communities which hold marked prejudices to expect teachers to grant Negro or Latin-American or Oriental students all the same opportunities fro prestige and success that are afforded the "white" students.

___31. Students (and their parents) often hold strong opinions about racial and ethnic problems which exist in the community. Since these problems touch sensitive, controversial matters, the social-studies teacher is wise to avoid raising such issues directly in class. Inste, he can accomplish his goals better by having students study race problems in other communities or nations, and the students can in their own minds apply the results of their study to the problems in their own community.

___32. When committees are formed for classroom projects, a student who does not wish to be on a committee with pupils of ethnic or social-class backgrounds different from his own should not be required to become a member of that committee.

"Social Differences in the Classroom" R. Murry Thomas David McKay 1965

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ABSTRACT E-167
Norwalk, Connecticut Public School System

a. Title: Norwalk Human Relations In-Service Program

b. Submitted by: Norwalk Board of Education

c. Directors of the Program: Dr. Milton Wartenberg, Director of Curriculum
Director of Intergroup Education, Norwalk
(To be selected)

d. Objectives:
1) To disseminate information to entire staff concerning Human Relations concerns of schools and community
2) To help teachers find and accept new ways of working with disadvantaged children
3) To train 30 teachers presently employed to be instructors for all teachers and consultants to Human Rights Councils in Secondary Schools (7).

e. Procedures:
1) To produce 10 live television programs in cooperation with the Norwalk Human Rights Commission
2) A four-week workshop period for Instructor-Trainees conducted by Educational Sociologists
3) Four in-service workshop sessions (5 meetings each) for all teachers by Instructor-Trainees
4) One week evaluation session with university consultant and Instructor-Trainees Aug. 7-11-67
5) One week evaluation and planning period of Instructor-Trainees, Director of Intergroup Education, and Director of Curriculum April 29 - May 3, 1968
6) To produce practical classroom guide for every professional in the school system.

f. Time Schedule: May 15, 1967 - August 31, 1968

g. Budget:

Total Cost of Program $ 37,140.

Federal Funds Requested $ 33,410.

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PROPOSAL FOR SCHOOL BOARD GRANT PROGRAM
ON SCHOOL DESEGREGATION PROBLEMS
E-167 NORWALK, CONNECTICUT

Title:	Norwalk Human Relations In-Service Program
Submitted by:	Norwalk Board of Education, Norwalk, Connecticut
Initiated by:	Dr. Harry A. Becker, Superintendent of Schools 105 Main Street Norwalk, Connecticut Tel. 203-847-0481
Authorized by:	Mr. John T. Reiners, Chairman of Norwalk Board of Education Remington Rand Wilson Avenue South Norwalk, Connecticut Tel. 203-838-4301
Fiscal Officer:	Mr. Norman Heap, Assistant Superintendent of Business 105 Main Street Norwalk, Connecticut Tel. 203-838-0481

Federal Funds Requested:

Part A (In-service Training)	$29,940.
Part B (Advisory Specialists)	$ 3,470.
Total of Part A and Part B	$33,410.

Duration:

Beginning Date May 15, 1967 Ending Date August 31, 1968

Date Transmitted: April 17, 1967

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d. Estimated Community Understanding of the Problem: (continued) Groups in the community have expressed the need for all teachers to be involved in the in-service training in Intergroup Education. This concern seems to be of paramount concern - particularly to the leaders of the minority groups and the leaders of "Project Intergroup" - a mixed racial group of interested citizens.

e. Previous Attempts to Alleviate the Problem: As indicated in this proposal content, there has been a serious attempt on the part of the Norwalk Board of Education through its professional staff to provide quality education for all the children of Norwalk. A brief summary of previous attempts made follows:

1962 Board of Education adopted a policy to establish a "Human Relations" Program.

1963 Closing of one predominantly Negro school

1964-65 Consultant Services, Part-time,
Dr. Mozell Hill, Educational Sociologist
New York University

1965-66 In-Service Workshops for Administrative Staff (93) conducted by sociologists from New York University under the direction of Dr. Mozell Hill and Dr. Jeanne Noble

1965-66 Addition of many text and library books of multi-ethnic character

1966 Summer - In-service training for classroom teachers (70) funded under P. L. 89-10, Title I.

1966-67 P. T. A. Support (Receiving Schools) for cultural specialists in Human Relations. Tape lectures by educational sociologists for faculty in-service training.

The above chronology of dates and events has helped many members of the professional staff to understand better the problems of integrated classrooms and an increased awareness of the needs of disadvantaged children.

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Part A - In-Service Training Program Proposal

1. Problem:

a. Nature of Problem: In order to extend desegregation plans, Negro children are bussed to several community schools. Teachers with and without the experience of teaching Negro children need some practical suggestions for classroom management and teaching, curriculum changes, and parent-school relationships. The Negro adult leaders conceive the average teacher as "understanding the white, middle-class culture only." Negro leadership is growing uneasy because all teachers have not had in-service workshops in Human Relations and Curriculum Changes which, they feel, will bring about a better understanding of the Negro and a school program which will develop the potential of the Negro child.

b. Specific Causes of the Current Problem Situation: Up to this time (1965-67) only the administrative group and some 90 teachers have had in-service workshops in Intergroup Education. The Negro parents and other community groups are now desirous of having in-service training extended to all teachers - and have so indicated at Board of Education meetings. Financial help other than funds provided by the local educational budget are necessary to carry on the long-range plan suggested in this proposal.

c. Immediate and Long-Range Effects: The Negro children who have been bussed out are making progress - academically, socially, and psychologically. The implementation of this proposal should provide concrete help for the teachers of these minority children. The announcement of an in-service training program for all teachers should alleviate the uneasiness of the parents of the minority groups and show the good faith of the Board of Education and the professional staff to provide quality education for all its children. The proposal attempts to go beyond the mere desegregation of the schools to provide the necessary teacher understanding of the minority children and specific instructional suggestions for helping minority children to reach a higher rate of academic achievement.

d. Estimated Community Understanding of the Problem: The community at this time, apparently approves the Board of Education policy to improve the racial balance in our schools. The Board of Education has recently provided late buses so that bused-in children can participate in after-school activities. Plans for continuing bused out children to the feeder junior high schools - will probably be implemented beginning in September 1967-68.

1. Problem: (continued)

F. Primary Reason for Planning the Proposed Program of Action:
The prime reason for writing this proposal is to:

1) carry out a broader plan for in-service training using a group of our own staff as future instructors.
2) Develop and write "Suggestions for Classroom Teachers" to provide quality education for all children
3) Examine and evaluate curriculum materials for use in the classroom.
4) To use closed-circuit television to capture some good "Intergroup" practices for viewing by parents, teachers, and community groups.

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2. General Statistical Information   Figures as of October 15, 1966

Elementary Schools - Enrollment
October 10, 1966

Name of School	Negro	White	Total	% Negro
*Broad River	44	464	508	8.66
*Brookside	77	643	720	10.69
Columbus	200	353	553	36.1[illegible]
*Cranbury	32	519	551	5.80
*Fitch	75	339	414	18.11
*Fox Run	48	599	647	7.41
*Honeyhill	62	440	502	12.35
Jefferson	20	198	218	9.18
*Kendall	84	573	657	12.78
*Magrath	84	531	615	13.65
Marvin Ludlow	106	509	615	17.23
*Naramake	81	486	567	14.28
Nathaniel Ely (K)	48	19	67	71.64
*Roosevelt	74	330	404	18.32
*Rowayton	33	492	525	6.29
*Silvermine	60	507	567	10.58
Tracey	143	448	591	24.19
Washington	74	345	419	17.66
*Wolfpit	64	580	644	9.94
	1409	8375	9784	14.40

*The starred schools represent the receiving schools.

The schools in the inner areas of the city do not receive any children from the Nathaniel Ely or Columbus School districts since they have a fairly large percentage of Negro children enrolled from their own districts.

Negro Staff Members - Elementary

There are 24 Negro staff members working in the elementary schools.

1 Director of Non-English Speaking Program-Asst Department Head Language Arts Department
1 Reading Clinician - Assistant Department Head Language Arts
1 Teacher Non-English Speaking Program
2 Social Workers
14 Classroom Teachers
5 Teacher Aides

Percentage of Negro Teachers Employed in Elementary Schools 3.8%

7. General Statistical Information (continued)

Middle Schools Enrollment

Name of School	Negro	White	Total	%Negro
Benjamin Franklin	233	373	606	38.44
Roton	119	396	515	23.10
Total	352	769	1121	31.40

Junior High Schools - Enrollment

Nathan Hale	35	561	596	5.87
Ponus Ridge	37	785	822	4.50
West Rocks	39	838	877	4.44
	111	2184	2295	4.84

The percent of Negro enrollment in the two Middle Schools should be lower if the Board of Education passes the proposal to send bused-out children to their middle or junior high feeder school.

Transportation costs are high and this has been a matter of consideration.

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2. General Statistical Information (continued)

Senior High Schools - Enrollment

	Negro	White	Total	% Negro
Brien McMahon	298	1343	1641	18.15
Norwalk High	83	1133	1216	6.83
Center for Vocational Arts	37	123	160	23.13
Total	418	2599	3017	48.11

Number of Negro Teachers Employed: Secondary Schools 14

Percentage of Negro Teachers Employed: Secondary Schools 4.6%

Figures as of October 15, 1966

Recruiting Program: It should be noted that the Norwalk Public School System has intensified its program for recruiting Negro teachers for our school system. During 1966-67 recruiters visited the following campuses: Howard and American Universities in Washington, Hampton Institute in Virginia and University of Maryland. Recommendations will be made to the Superintendent of Schools to enlarge our recruiting program in 1967-68 to include additional Negro colleges.

In terms of results a final note should be made. Competition for qualified Negro staff members by various school systems is keen (i.e. Howard University did not have one candidate for the recruiters to interview in a trip that was scheduled during the week of February 27, 1967).

Several Negro candidates at Hampton Institute have been offered contracts by the Norwalk Public School System. We expect these contracts to be signed and returned to us very soon.

Housing for these expected teachers has been investigated and suitable apartments will be available to them.

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3. **Objectives**

The prime objective is to make the Norwalk Public School System a Model Demonstration School System in Human Relations.

Implementation of this project will:

a) Train a group of experienced teachers (Instructor-trainees) for peer instruction in Human Relations
b) Instructor-trainees will offer in-service workshop sessions for all teachers
c) Develop in written form some practical guide lines for class room teacher aimed at quality education for all children
d) Evaluate and recommend suitable curriculum materials that are concerned with "Intergroup Education."
e) Involve Norwalk's Human Rights Commission in television programs for showing in schools and community providing a link between the goals of the community and the school.
f) Involve other groups in the community to help make this a more realistic and practical program.

4. **Procedures**

a) Type of Program: Program wil be conducted by Norwalk Staff members. We will use the resources of nearby universities and staff members from school systems and civil rights projects who had practical experience in this area of education. We will also utilize key members of our community to help teachers relate the needs of our children from community point of view.

b) Program Content

Themes to be Developed in Workshop

1) Review of Educational Principles
    a) Develop practical illustrations of application in the classroom.
    b) Provide additional suggestions in the basic curriculum guide already prepared for implementing these educational principles.

2) Teacher Aspiration and Attitude - How These Affect the Progress of Children

b) Program Content (continued)

3) Understanding and Teaching Values

Means: Curriculum Changes
Interaction in the Classroom

4) Discipline - Exploration of in Relation to Classroom Purpose and Activity

5) Teacher Approach - Specific ways to utilize children's experiences and ideas in the instructional process.

6) Teachers' Questions - How can they be improved utilizing discovery techniques that involve active children participation

7) Improving the Pupil Self-Concept

Record suggestions in each curriculum area (basic one already begun) which shows this can be developed.

8) Diminishing Teacher Prejudice Toward Non-Achievers - Using techniques such as role-playing to show staff how attitudes, when positively expressed, can improve their work in the classroom.

9) Motivation of the Slow Learner - Specific class activities that appeal to the children with academic difficulties.

10) Reaching the Parents - How teachers can enlist parental help to improve the education of their children.

Text book to be used for course, "Inner City Classroom Teacher Behaviors" edited by Robert D. Strom, Ohio State University, published by Chas. Merrill Books, 1300 Alum Creek Drive, Columbus, Ohio 43216

In addition supplementary books and materials for teachers there will also be all the new student text materials developed for daily use in the classroom.

4. Procedures (continued)

c) Methods

The emphasis will be on practical in-service training of staff with enough community involvement so that the purpose, procedures, materials, curriculum will be understood by Negro and White lay community people and directly applicable to the everyday classroom community.

10 Television Series
20 Workshop Sessions for Instructor-Trainees (4 weeks) by educational sociologists
4 In-Service Workshops (5 meetings each) for all teachers by Instructor-Trainees
5 Evaluation and Planning Periods of Instructor-Trainees, Director of Intergroup Education, and Director of Curriculum (June 1968). (See attached sheet for topics to be covered with instructor-trainees for use with all teachers).

Development of a written guide for classroom teachers to effect a better program of Intergroup Education in their own classes.

Plans for organization of Human Rights Councils in seven secondary schools - pupil involvement.

d) Frequency and Duration of Training Sessions

Training Sessions

20 weekly sessions beginning July 10 through August 4 for instructor-trainees
5 evaluation and planning periods August 7-11
5 sessions each for all teachers by instructor-trainees September 1, 1967 through April 30, 1968 (3 different groups of 5 sessions each)
1 Instructor-Trainee Evaluation and Planning Session (5 days April 29 through May 3, 1968) with the Director of Intergroup Programs and Director of Curriculum)

4. Procedures (continued)

e) Evaluation

Group evaluation of Workshop Sessions by Instructor-Trainees
Evaluation of Director (to be selected) of the Workshop for Instructor-Trainees Summer 1967
Evaluations by University Staff
Evaluations by a sampling of staff members
Evaluation - Director of Intergroup Programs

Form of evaluation (specific points) will be developed by each of the groups involved in the implementation of this proposal.

f) Dissemination

Evaluation reports will be sent to Office of Education, Washington, D. C., Board of Education and Professional Staff Members.

Publicity (Progress Reports) will be given in local papers to Norwalk Human Rights Commission, Connecticut Human Rights Commission and to P. T. A. groups.

Written guide of practical suggestions for developing good program of Intergroup Education for use in the classroom will be available.

5. Selection of Participants

Thirty experienced teachers will become Instructor-Trainees selected from a volunteer group.

All teachers will be participants throughout the school year in the five-session workshop. This in-service workshop is considered part of the overall in-service training programs for Norwalk teachers.

6. Staff Personnel

University staff plus thirty Instructor-Trainees will provide instruction for the Norwalk Teaching Staff. In addition staff members from other school systems who have had practical experiences in this area of education will serve as resource people. Community people will be involved as resource people in home-school relationship.

7. Facilities

The in-service workshops will be held in the various public schools. The Central Professional Library will be available to all participants as well as the Professional Library of the various schools.

8. Materials and Equipment

All audio-visual aids (Overhead projectors, tape recorders, etc.) will be available for instructional purposes.

9. Special Administrative and Service Requirements

The Summer Workshop will be the major responsibility of the Director of Summer Programs and assistance offered by University staff (2) Staff members from other cities with practical experiences in this area of education (3) Parents and representative community members to bring the community point of view.

The Director of Curriculum (Dr. Wartenberg) will supervise the overall program as it relates to other phases of the school curriculum working with the Director of Intergroup Education. The Director of this in-service project will be responsible for:

1) Mechanics for setting up the various workshops
2) Organization of material developed.
3) Dissemination of information to Board members, community organizations, etc.
4) Arrangements for printing of material developed.
5) In cooperation with school principals, planning and execution of video-taping good classroom practices in Intergroup Education.
6) Keeping abreast of new curriculum materials and sharing of this knowledge with teachers and principals.
7) Consultant Services to the School Human Rights Councils (Secondary Schools)

10. Time Schedule

May 15, 1967 - August 31, 1968

HISTORY OF INTERGROUP IN NORWALK

The issue of school integration emerged to national prominence around court cases challenging segregated schools in four states (Virginia, South Carolina, Delaware and Kansas) and the District of Columbia. All of these cases arose in U.S. District Courts around 1950-51, and were finally decided in 1954 by the Supreme Court. In its historic decision, the Court reversed the Plessy vs. Ferguson "separate but equal" doctrine of 1896, and enunciated the new doctrine that "Separate educational facilities are inherently unequal."

On the basis of abundant testimony by behavioral scientists, the Supreme Court declared that to separate Negro school children "from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone." In 1955, the Court handed down its implementing decree, calling upon district courts to issue orders for the integration of public schools "with all deliberate speed."

These decisions led to greatly intensified struggles for school integration in the South, but its implications for school segregation in the North seemed not to be realized until the 1961 decision of the U.S. District Court in the case of Lincoln Elementary School in New Rochelle, N.Y. The Court found that the Lincoln School had been maintained as an all-Negro school purposefully, through discriminatory gerrymandering and transfer practices; and the Board of Education was ordered to draw up a plan of desegregation.

This New Rochelle decision gave rise to widespread struggles for school integration in scores of cities in most of the states of the North. The big campaign began during 1961-62, and was focused on the opening of schools in the fall of 1962.

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Nothing was done to implement this policy during 1962-63; and organized demands for action became increasingly insistent, especially during the summer of 1963. There was widespread debate on the issue, pro and con, during that summer; and in the fall the Board acted partially to desegregate Ely School by bussing more than 200 of its pupils to six other schools. Since then, all classes above kindergarten have been discontinued at the Ely School; and the children living in that area have been distributed widely throughout most of the system.

During 1964-65, the Board of Education obtained the services of Dr. Mozell Hill, Educational Sociologist, New York University, as a part-time consultant on problems relating to school integration. During 1965-66, in-Service Workshops for 93 Administrative Staff were conducted by Dr. Mozell Hill and Dr. Jeanne Noble, both sociologists from New York University. Also, during the same period, library books of multi-ethnic character were added to the school libraries.

During the summer of 1966, 70 classroom teachers were involved in a brief program on in-service training.

During the summer of 1967, a five-week workshop was conducted for the purpose of preparing 25 teachers to lead in-service workshops on intergroup education throughout the system. The central problem which gave rise to this summer training program program was defined as follows:

> "In order to extend desegregation plans, Negro children are bussed to several community schools. Teachers with and without the experience of teaching Negro children need some practical suggestions for classroom management and teaching, curriculum changes, and parent-school relationships. The Negro adult leaders conceive the average teacher as 'understanding the white, middle-class culture only.' Negro leadership is growing uneasy because all teachers have not had in-service workshops in Human Relations and Curriculum Changes which, they feel, will bring about a better understanding of the Negro and a school program which will develop the potential of the Negro child."

The goal defined for the 1967 summer program was "to go beyond the mere de-

Responding to local pressure for desegregating the nearly all-Negro Ely School, the Norwalk Board of Education adopted a policy statement on November 27, 1962 which declared, in part:

Provisions for Intergroup Experiences

Policies

The Board adopts the following policies in order to implement the above principles:

1. The Board of Education will encourage housing authorities, real estate interests, employers, and recreational and social agencies to work actively in solving housing and other urban problems of racial concentration.

2. If any schools presently or in the future should be populated largely by members of an underprivileged minority, we shall try to find ways that are educationally sound and economically feasible to obtain better racial distribution. These ways might include changing the school so that it would serve a larger area, at least for some programs. We would not, however, seek to have the enrollment of a school conform to a rigid pattern of racial distribution. If the school plant is obsolete, it may be desirable to convert it to non-school use, or to raze it.

3. In planning new school districts, we shall seek to avoid or reduce racial concentrations as much as possible.

4. In addition to attending the same schools, desirable intergroup experiences should be provided by means of system-wide projects such as:

    A. Exchange of assembly programs;

    B. System-wide play-day and athletic programs;

    C. Sharing outdoor educational experiences at Oak Hills Park;

    D. Develop curriculum materials that contribute to respect for and appreciation of the culture and contributiond of various ethnic, national, and religious groups;

    E. Provide our teachers with in-service training in intergroup relations.

5. We should continue to do the best we can to promote the maximum educational development of every pupil. We should recognize that underprivleged children have greater need for guidance and health services and may have greater need for special instructional assistance.

Adopted by the Board of Education November 27, 1962.

segregation of the schools to provide the necessary teacher understanding of the minority children and specific instructional suggestions for helping minority children to reach a higher rate of academic achievement.

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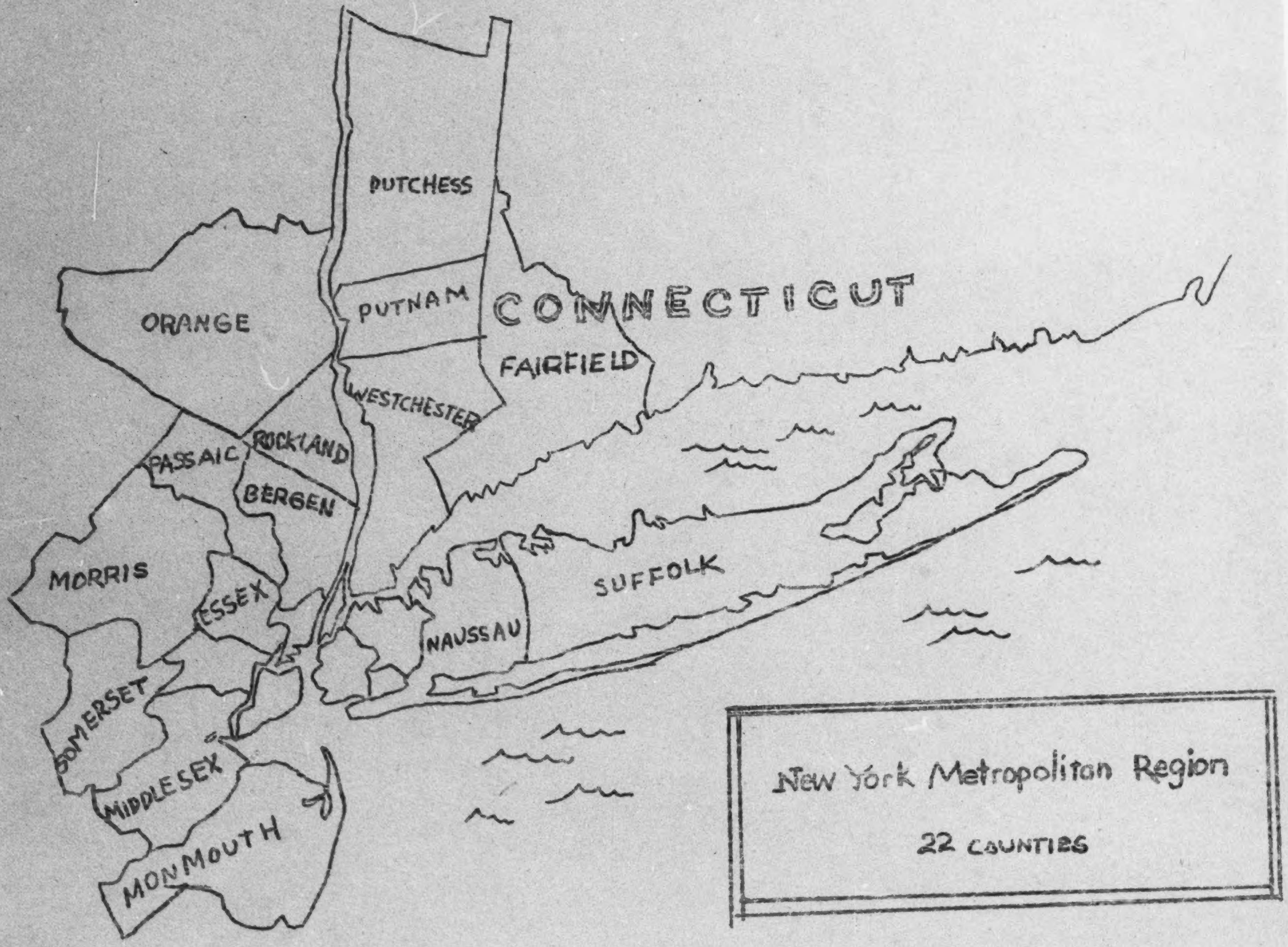
RACIAL BALANCE IN THE NORWALK PUBLIC SCHOOLS

ELEMENTARY SCHOOL	OCT. 1964		JAN. 1965		OCT. 1966	
	TOT. ENR.	% NEGRO	TOT. ENR.	% NEGRO	TOT. ENR.	% NEGRO
Broad River	367	0.3	374	0.8	508	8.66
Brookside	696	10.0	671	7.15	720	10.69
Columbus	464	24.5	456	27.2	553	36.16
Cranbury	598	6.35	594	6.39	551	5.80
Fitch	388	13.1	390	12.65	414	18.11
Fox Run	642	9.3	647	9.4	647	7.41
Honeyhill	527	7.7	482	8.53	502	12.35
Jefferson	271	6.27	258	8.14	218	9.18
Kendall	595	4.0	587	4.43	657	12.78
Magrath	547	10.78	545	11.20	615	13.65
Marvin-Ludlow	631	14.73	629	14.40	615	17.23
Naramake	464	10.56	478	11.08	567	14.28
Nathaniel Ely	136	50.7*	145	53.79	67	71.64 (Kind)
Roosevelt	359	15.8	369	20.59	404	18.32
Rowayton	549	5.82	552	5.98	525	6.29
Silvermine	420	1.40	404	1.48	567	10.58
Tracey	540	17.59	554	18.59	591	24.19
Washington	461	14.90	475	13.89	419	17.66
West Ave.	284	66.90	268	67.50	Closed	
Wolfpit	557	10.05	549	9.47	644	9.94

* Grades 1-6. When kindergarten is added the figures are 59.7%

SECONDARY SCHOOL						
Ben Franklin	607	36.9	588	37.20	606	38.40*
Nathan Hale	582	5.2	576	4.58	596	5.87
Ponus Ridge	786	5.6	776	5.50	822	4.50
West Rocks	761	4.7	764	4.84	877	4.44
Roton	427	14.5	419	13.36	515	23.10*
Brien McMahon	1286	11.9	1261	12.13	1641	18.15
Norwalk H.S.	1233	5.3	1216	5.83	1216	6.83
Center for Vocational Arts	--	--	--	--	160	23.13

* In 1966 Roton and Franklin considered Middle Schools.



CONNECTICUT
PUTCHESS
PUTNAM
ORANGE
FAIRFIELD
WESTCHESTER
ROCKLAND
PASSAIC
BERGEN
MORRIS
ESSEX
NAUSSAU
SUFFOLK
SOMERSET
MIDDLESEX
MONMOUTH

New York Metropolitan Region

22 COUNTIES

Some Miscellaneous Statistics from Urban Dynamics 3-13-67

SOUTH NORWALK #2 = 168 acres

980 families, 2700 people, 7% Spanish-speaking
32% minors, 20% elderly 34% Negro
59% White

Own own home: 40% of whites - 12% of Negroes
Rent: 48% " 67% "
Room: 11% " 21% "

Over 65 years of age: 40% of Whites - 1.5% of Negroes

Average length of residence in Norwalk: 20 yrs., white - 10-20 yrs. Negroes

More than one person in household wage earner: 33% white - 49% Negro

10% of wage earners work in adjacent cities

INCOME: average gross: $5000-6000 white - $4000-5000 Negro

27% of families earn less than $3000 - 85 Negro families, 180 white

RENT: Spend more than 25% of income on rent: 50% of whites - 53% Negroes

Elderly pay between 50%-54% of income on rent

94% of welfare recipients pay more than 25% on rent

many pay 45%-50%

Negroes pay more for less/ average Negro pays $31-35 per room per month
average white pays $26-30 " " " "
average Spanish-speaking pays $36-40 " "

7% of whites are in overcrowded homes
21% of Negroes " " "

What kind of housing is needed?
38% of families are eligible for low-income housing
need 230 units for elderly
need 140 units of public low-income housing
130 families qualify for 221.D3 housing
50 families qualify for moderate rental housing

CENTRAL BUSINESS DISTRICT

560 families, 1784 persons, 57% white, 43% Negro, - 1% Spanish-speaking

Own homes:	21% white	16% Negro
Rent :	75% "	73% "
Room :	4% "	11% "

Rents average $31-35 per room per month for both Negro and white

Housing Needs:

35% of population could be served by low rent housing
- 100 units for elderly
- 95 units of public low-income
- 100 units of 221.D3 housing
- 30 units of state moderate income rentals

****

to live at minimum level in Norwalk, 2 persons need income of $4000
3 persons need income of $5400

221.D c type housing costs: $99-104 for 1 bedroom
115-121 for 2 bedroom
132-139 for 3 bedroom
150-158 for 4 bedroom

Second Day - Teacher-Pupil Relations

1) Poem by Dr. Channing Tobias on Discrimination (on overhead)

2) Play tapes made in our workshop on sensitivity and discuss (30 min.)

3) Project pictures of white and negro students on overhead. Conduct Rumor Clinic. Discuss 30 minutes.

4) Show topics on self image on overhead - discuss 15 min.

5) News clippings on teacher expectations and pupil performance etc. on overhead. Discuss 15 min.

DISCIPLINE SITUATIONS TAPE #1

A. Boy late for class

How could the teacher better handle the situation?

B. Juan - Cultural Mores

What was the difficulty between the teacher and the pupil?

C. Tired Pupil

What should the teacher do?

D. What did you do on your summer vacation?

How was this handled?
1. appropriateness of assignment
2. teacher reaction (busy work assignments)

E. Profanity

What next? Discuss appropriateness of language in a variety of situations (in and out of school)

F. "Get your hands off me!"

Why did the pupil react so negatively?

G. Fight - Name calling

How should this be handled?

points to be brought out

1. cooling off period
2. question each child to get at the source of the problem.
3. What is the present attitude? (is the trouble over?)
4. Should the class discuss what name calling means?

RUMOR CLINIC

I. Show a picture on a screen to be viewed by all members of the group except about six who leave the room.

II. One of the people from out of the room enters and stands behind the screen so as not to see the picture. One of the group viewing the picture describes it in detail to him.

III. Another person who has been out of the room enters and is told about the picture by the first of the group who has just heard it described but has not seen it.

IV. This process continues with no talking from the group as rapidly as possible until the last person has told his version.

V. Notes should be taken to see if distortion, generalizations, omissions, stereotyping and other changes take place. The question as to why these take place, if they do, should be asked.

What value does this have for us in terms of how we get information?

THE DISADVANTAGED CHILD IN THE CULTURAL MILIEU OF THE MIDDLE CLASS SCHOOL AND A PROGRAM FOR THE DEVELOPING SELF-CONCEPT

Anne O. Stemmler

The major purposes of this brief discussion are: 1) to consider certain characteristics of educationally disadvantaged young children in relation to the milieu or world of the school into which they are thrust; and 2) to describe and briefly illustrate the major elements comprising a program for enhancing the growth of a *positive and stable self-concept* - or sense of personal self-identity. The "Self-concept Program" to be described has been evolved ffom the general distinguishing characteristics of disadvantaged children as revealed through research and writing drawn from many disciplines, *e. g.*, child psychology, ego psychology, cultural anthropology, sociologhy, and direct observations of disadvantaged children in the school setting in relation to the demands of the various learning tasks in the elementary school, *e. g.*, beginning reading, mathematics.

The characteristics of these children when compared with the kinds of knowledge, abilities, and experiences associated with success in school or academic learning reveal some striking differences. There are notable gaps between what disadvantaged children *actually* possess when they come to school and what the school *assumes* such children possess by virtue of the kinds of demands, expectations, and instructional materials imposed upon them - however well-meaning this imposition may be. As background for the "Self-concept Program" to be described and illustrated, a few of the most critical areas of the characteristics associated with successful academic learning in the school milieu as exemplars of the tasks which we as teachers confront. The areas are, as follows:

THE DISADVANTAGED CHILD	THE MIDDLE CLASS SCHOOL
A. Learning is often distrusted; if valued, it is often only to prevent being cheated. The idea of "delayed gratification" in order to secure long range goals (e.g., a profession, personal self-realization). The parents may fear, distrust, be apathetic to or feel hopelessly confused by the school demands and expectations. Hence motivation to acquire school learning may be lacking, confused, or even rejected. Hence, prestige and tangible rewards for academic achievement may be absent	A. Learning for learning's sake plus learning in order to secure long-range goals is implied. Direct immediate reasons for learning are not stressed. Middle-class parents expect the child to learn. Child received prestige and rewards accrue from successful academic achievement.
	B. The school by virtue of its instructional materials (*e.g.*, the readiness materials for basal readers), techniques, and demands and tasks assumes the existence of the "tangibles" and "intangibles" associated with successful academic

B. The child is surrounded by the "tangibles" and "intangibles" resulting from the lack of school learning, e. g., low or precarious socioeconomic status, nutritional deprivation, parents who may be functionally illiterate, no books and no interest in them, lack of cleanliness in the home, experiences which are not considered useful to academic learning, e. g., a father who is carted off to jail on a narcotics charge.

C. The disadvantaged child moves from the milieu of his home to that of the school - and may feel like he just landed ungracefully on another planet. Many gaps are apt to exist between the demands of the home and school. He and the teacher may have sharply divergent values. They do not "know," in actuality what each other's roles should be. He is in her class because he has to be - not because he expects to learn. In general, this child will often either have little confidence in his ability to learn or an unrealistically based confidence based on ignorance of school learning tasks. The probabilities of his secceeding are low. His developing sense of personal identity (often negative with regard to the middle class) is often jarred or badly shaken. The teacher may or may not accept him. (From time to time I have heard such statements as, "I love these children, but they just can't learn." No matter how sweetly this utterance is delivered it is a rejection. The child quickly intuits this rejection and his sense of personal identity is diminished as a result - even though he couldn't verbalize the rejection - even if his life depended upon it.)

learning, e. g., secure socio economic status, physical and nutritional care, games and books, experiences which relate to those presented in materials, e. g., picnics, trips, the friendly policeman.

C. The middle-class child moves from the middle of the home to that of the school with relatively few gaps existing between the expectations and demands of home and school. He and the teacher are apt to have similar values and goals. They "know" what each other's roles should be, e. g., he comes to learn and she is there to make the learning process possible. In general, this child has confidence in his ability to succeed - and the probabilities of his succeeding are high. His developing sense of personal identity is usually supported and enhanced. On the whole, the teacher accepts him; and he accepts the teacher.

2. Cognitive Development

The disadvantaged child is confronted with the various facets of the school program and often disproves the assumption made by the school by outright failure, lack of interest, hostility, or eventual dropping out.

a. Observing - The child's senses seem curiously flattened - at least in the school environment. He looks, but he does not see; he hears, but he does not listen; he touches and manipulates, but he does not feel...

b. Labeling - The child often makes a few labels cover many phenomena; his descriptive ability is often limited.

c. Classifying - The child often shows little successful development in this area. He is apt to be a more successful "inductive learner;" and the inductive approach seems to be a more basic form of thinking behavior than either the inductive or analogical approaches - although role-playing is found to be effective technique. However sufficient security as a person must prevail before the child can effectively engage in role-playing.

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The objectives, specific tasks, teaching techniques, and instructional which comprise the daily program all make the following assumption, i.e., that the child either has developed certain cognitive abilities or, at least, has acquired a solid foundation for them. (1) For the middle-class child, this assumption is usually true. Among the critical abilities or behaviors required by academic learning (and often possessed to at least a fair degree) are:

a) Observing - the child is alert to and wants to explore his world - hence, is ready for the "new" world of the school.

b) Labelling - The middle-class child is able to label, name or describe objects, events, and participants in his world.

c) Classifying - The middle-class child usually has the ability to utilize categories and relationships in thinking about and expressing his experiences. This broad ability lies at the base of all types of abstract thinking, e. g.,

1. Indictive reasoning: organizing specific phenomena into an appropriate category based on common likenesses and differences.

2. Deductive reasoning: applying previously learned categories to specific instances. This particular type of thinking is very heavily relied upon in academic learning.

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(1) By cognition is meant any pr[illegible]s by which an individual becomes awar or acquires knowledge of some phenomena; perceiving, classifying, analyzing.

	3. Analogical reasoning: linking together seemingly disparate instances based on some common feature abstracted from them.
d. The child is often poor here; behavior here depends on a-c and e	d. Recognizing, applying, and expressing types of relationships, e. g., cause and effect, chronological, logical.
e. These children are generally quite deficient here. They often "tune everything out" or "fade in and out."	e. Attending/selectively perceiving. Academic learning requires the child to focus and maintain his attention without being distracted for a sufficient period of time, e. g., 15-20 minutes to follow through on a task.

3. Language Development

a. The assumption of the correspondence between the language development of the child and that of the school is usually concretely disproved in varying degrees by disadvantaged children. With the Spanish-surname child, it is obvious: he speaks Spanish while the school is English speaking. With the Negro child, the differences are often harder to detect initially since he is a "native" English speaker.	a. A fundamental assumption made by the middle-class school by virtue of the instructional materials and teaching techniques used is the development of a considerable proficiency in the language in which the child is to be instructed. This development is assumed to have taken place prior to the child's entering school.
b. For the Spanish-surname child, the experiences, cognitive development, and value system--however limited they are in their development--cannot be brought into use until some rudiments of the second language are developed. The negative impact on him personally and to his own sense of self-esteem may be considerable. He is not out in left field--he's just plain out of the ball park. For the Negro child, the problems may not be too dissimilar although he is "a native English speaker." That is, his use of language in all its various facets may, indeed, differ markedly from that of the school.	b. A corollary assumption, although usually unrecognized, is that the language development of the child will reflect within it the presence and level of cognitive development. The content of his language will often reflect the residue and distillation of past experience as well as manifestation of his developing value system. The reactions of language of the middle class child will usually reflect the essentials for academic learning. Example: The teacher might read a story about a picnic and stop at the point when some dark thunderheads suddenly loom up. She might ask the children to speculate about what might happen next. The middle-class child would probably respond correctly. If he does, he possesses such abilities and knowledge as:

While he may be in the ball park, he may be very far out in left field--perhaps with the sun in his eyes.

knowing what picnics are, the setting for them, and what thunderheads are; ability to recognize a cause-and-effect relationship (a form of classification), ability to project himself into the situation (analogical reasoning: role-playing), and ability to organize all of the above into a concise statement relevant to the question.

c. A third assumption is that the child will express himself in language similar to that of the school, i. e., sentence structures and sound patterns.

4. Experimental Background

The disadvantaged child, too, has acquired information and has had a large number of experiences. However, through both the kinds of information and experiences he has had, he may have learned to "tune out" what is around him because of the noise and ugliness. He may also have learned to avoid exploring his world because his preliminary explorations have resulted in negative outcomes. While he may be an "expert" in such areas as hunger, overcrowding, intimate personal relationships between adults, drunkenness, and financial precariousness, these kinds of experiences are not valued by the school. Neither do such experiences tend to lay the foundation for the kinds of language and cognitive development and value system undergirding the beginning stages of academic learning.

Again, certain assumptions are made by the objectives and program confronting the child, namely, that a considerable amount of information and a large number of experiences within the child's background will either relate directly to or indirectly provide a foundation for the kinds of learning experiences planned by the schools. Although a few exceptions are beginning to appear, the instructional materials, tasks, and values presented in the schools are designed largely for middle-class Anglo children and implemented by middle class oriented teachers. Our current reading readiness materials are a testimonial to this value system. The middle-class child tends to come with much of what he needs for academic learning-his experiences have value and usually provide him with the necessary foundation and at least some of the many abilities.

As a part of the learning being planned for these children, there is a new experimental program designed to develop the four major areas just described with particular focus on developing a positive self-concept for the disadvantaged child as a basic prerequisite to successful academic learning. You, as teachers of these children, will be using this program. In chart form, these four areas are organized into a "blueprint for learning." In the teaching demonstration you will be observing portions of the first learning experience in the "Self-concept Program" as presented.

8/4/66

Factors Which Cause Poor Self-image

1. Lack of love, stability, warmth, and attention in the home.

2. Low socio-economic status.

3. Lack of acceptance by their peers.

4. Segregation.

5. Discrimination.

6. Stereotyping.

7. Scapegoating.

8. Prejudice of authority figures.

Outcomes or Results of Poor Self-image

1. Low level of aspiration.

2. Negative social attitudes.

3. Lack of motivation.

4. Lack of pride.

5. Frustration.

Solutions (Ways and Means of Overcoming the Problem)

1. Make a conscious effort to give the child a positive self-concept.
2. Learn of child's total environment as much as possible.
3. Give immediate praise for worthwhile endeavors in and out of school.
4. Show by action that child is worthy of respect and is accepted.
5. Show empathy and sensitivity to child's problems and aspirations.
6. Give individual attention and show that you care.
7. Develop child's interest in self-improvement.
8. Encourage mutual respect for all.
9. Provide for ego-enhancement activities.
10. Adapt activities and existing curriculum to child's personal life and concerns.
11. Be firm and consistent in classroom management.
12. Provide the child with opportunities for success.
13. Provide for role-playing (verbalization of frustration as well as accomplishments).
14. Send cards (illness, birthday, etc.).
15. Bring children in contact with models from various ethnic groups.
16. Include as an integral part of teaching materials, history, culture, and contributions of various ethnic groups.
17. Use textbooks which are representative of total society.

18. Involve parents in training for helping the children towards more positive self-regard.

19. Be honest. Tell him there are and will be problems in life which will frustrate him but which can be solved. Face reality. Don't expect preferential treatment.

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TEACHING THE DISADVANTAGED

Allan C. Ornstein

(Taken from the Educational Forum - - January 1967)

We often read why disadvantaged children do not learn; we are familiar with the complexity of their problems. What we do not often read is how we should teach these children so that they will learn, so that they will break their chains of deprivation. Education textbooks, even those concerned with the disadvantaged, seemingly avoid this vital area. Based on my teaching experience with disadvantaged children in New York City, and not on theory, I will venture this task. I want to caution the reader, however, that what I say is subjective. Nevertheless, a teacher usually has some standards by which to make a comparison; and therefore the paper may be of some use to young teachers, who if they are to teach in urban communities, will most probably be assigned to work with disadvantaged children. I want to caution the reader, too, about the complexity of this task. Whatever I say fits most disadvantaged children, not all, and should be considered only as suggestions, not the end-all or be-all. If anything, it should indicate the extent of my frame of reference and what I consider the effective procedures which guide my work in the classroom with the disadvantaged child. The paper is divided into three areas: Attitude, Classroom Management, and Preventive Discipline.

Attitude

The attitude of a teacher toward his students and profession has a discernible effect on his teaching and cannot be disguised or concealed from children as sensitive as the disadvantaged.

Ideally, the teacher is understanding but not overly sympathetic; firm, but not inflexible; careful, but not exacting. He is not prejudiced. He has an intense commitment to his role, wants to teach, cares enough about these children to teach them, and is convinced that they can learn.

The teacher realized that these children have many problems that middle-class children do not have or do not display in class. He accepts the fact that sometimes the child needs to hate him, that the child expresses anger easily, that he resents authority figures, and that his language is vocal and expressive. This does not mean that the teacher accepts any behavior, but that he expects hostility and does not get upset or feel that it is a sign of his own inadequacy or that the child really means to be at variance with him.

Disadvantaged children, as thirty or thirty-five of them crowd into one room, eleicit from many teachers scorn, resentment, antagonism, but worst of all fear. To be sure, the teacher must never lose confidence or express fear. Of course, size helps, but the teacher's personality and the rapport he establishes with these children are more important. A thin, small female teacher may be more effective than a big, muscular male.

The teacher is himself, straightforward. He cannot fake himself. The realities of life have made these youngsters quite sophisticated in certain aspects. They recognize the "phonies" right away and deeply take offense at such deceit. In short, the teacher adopts a style of teaching that is within the pattern of his personality; otherwise, he will not be at ease, since what he is attempting to do does not come naturally.

For most disadvantaged children, the word "teacher" does not connote respect. If anything, it represents an alien and hostile world. However, certain teachers these children do respect; teachers who will not attack their students' pride or self-image, will not tease or ridicule them, will not try to mold them to middle-class standards. They accept the children and their many, many positive qualities; vitality, individualism, creativeness, expressiveness, friendliness, and frankness.

Classroom Management

"Unruly" students are considered the norm among disadvantaged youngsters. Those who are given special help often return to the classroom as difficult as ever. The problem of discipline is acute and in most ghetto schools is the number one problem for the teacher. Pat rules of discipline and teaching are discarded. Teachers resort to methods not prescribed or condoned by the book if they are considered practical and effective; good teaching in many ghetto schools really means good discipline. Many disciplinarians are not good teachers, and many good teachers are not good disciplinarians; a combination of both types is not frequent. Similarly, some teachers who successfully teach in ghetto schools could not successfully teach in middle-class schools, and some teachers who are ineffective in ghetto schools would be very effective elsewhere.

Disadvantaged children are not naturally "bad" in class. They want to learn and can be taught, as long as the teacher does not lose his confidence or surrender his authority. With any group of children, a teacher's authority will be tested immediately, and possibly thereafter, depending on how he handles himself and the class. The students who are testing the teacher hope he will not find out what they are doing, or hope he will be able to cope with them.

But if the teacher ignores them or indicates that he is helpless, they will feel insecure and lose their respect for him. The other children in the class are watching and hoping that the teacher will handle the situation properly. If he fails them, they too will reject and eventually turn against him.

The teacher, then, must learn to solve his own classroom problems. The dean or guidance counselor is usually too overburdened to mete out punishment for every "problem" child. The classroom is the teacher's fortress, and the students must be made to realize this important fact.

To what extent the teacher is successful will largely depend on his classroom management; that is, the rules and routine he establishes with his students. In middle-class schools it is possible to get along without good classroom management, but in ghetto schools it is not. Faced individually, most disadvantaged children are very friendly, but in a class situation the relationship can change radically. They are restless and impulsive. They cannot tolerate waiting and have a voracious desire for excitement. They are easily disconcerted and "fly off the handle." The teacher, therefore, establishes order and routine immediately, before he attempts to teach, so the children know what to do and what is expected of them.

A disadvantaged child in junior high school is perhaps the most difficult to deal with. By then, many students are rebellious and too retarded in basic skills to learn in a regular classroom situation. Many are strong enough to be a physical threat or sophisticated enough to probe a teacher's weak points. But they are not mature enough to reason with or old enough to be legally expelled if they really become "problems." These children especially require a strict, structured, workable routine. They need and want a teacher who can assure them the stability they usually do not receive at home.

The child should understand the reasons for rules and routine, which should be clear, have a definite purpose, and be ordered around the viewpoint that the teacher and the class are working together, and that any discord is a breach of this mutual endeavor as well as a waste of time. Some of the rules to be examined seem almost too basic for explanation. Yet my experience is that they are far from rudimentary. Although they can apply to any group of students, they should be used with the disadvantaged and varied only slightly to suit each teacher.

Train your students to enter the room in an orderly fashion.
Arrive on the scene before your students; many problems are avoided this way. Get the students to feel that they are entering your classroom to learn, not that they are visiting you to have fun. As soon as the children enter the room, they should open their notebooks, copy the assignment, and get started on a specific task. Do not allow them to socialize or to walk around; the beginning of the lesson is delayed, and disciplinary problems develop.

Keep a clean and attractive room.
Never start and continue a lesson in a dirty atmosphere with wardrobes gaping and closet doors swinging wide, or with paper and chairs flung about. To do so is to condone an intolerable condition. The tone of disorder is set. By the same token, there should be no extra props that the children want to touch or could throw. Pictures and bulletin boards should not only be examined but changed frequently. This care pays off. The students realize that you are concerned with the total classroom situation.

Be certain that you have everyone's attention before you start the lesson.
If you ignore the slightest infraction, the general tone of the class will steadily worsen. Stop work if you have to. Call the offender to order immediately; do not make the common mistake of waiting for the child to stop when he feels like stopping. If you require 100 per cent attention, you will get it.

Be consistent with your class routine.
These children cannot cope with change. The place reserved on the blackboard for homework, the date, the aim of the lesson should not be changed. Changes should be gradual and infrequent.

Get to know the students early in the term.
The quicker you know your students, the quicker they realize they cannot be shielded by annonymity. Learn the difficulties or failures of each student. A mutual understanding is established when the teacher knows the child by name and knows what his limitations are.

Hold students accountable.
Challenge the student who comes late or does not do his homework. Make him an example, but never humiliate him. Make sure he understands that his grade is affected by everything he does in class. Do not let anything go unnoticed if you can possibly help it. The children will soon realize that they cannot get away with poor preparation or behavior.

Speak softly
A loud voice suggests that someone else is competing against the teacher. A low voice, but one that is distinct enough to be heard in all parts of the room, is pleasant and denotes a calm atmosphere. Do not shout. It is an admission that you have lost control. Try not to get excited. Not only is it fun for any class when the teacher loses control, but it causes the children to lose control, too. A firm personality, quiet dignity tempered with common sense, will best maintain good daily discipline.

Be clear with your instructions.
Give one instruction at a time, or else you will confuse these children. Be sure your command is understood and executed before proposing another one. Be specific, so you do not have to repeat yourself. Repetition weakens your control. Make only reasonable and necessary rules, and be willing to explain the reasons for them, but rigidly enforce them. A weak disciplinarian should establish fewer rules, because there will be fewer chances to break the routine and more opportunity to enforce the orders that are required.

Aim to have full class participation
By getting everyone in the class involved with the lesson, a teacher has better control. Train students to show respect for each other by listening to each other. Ask daydreamers to repeat what has previously been cited in class. Explain to the child that he has taken away valuable class time. End on a positive note, reminding him that he can do, or usually does, good work. Keep your students attentive by walking around the room and through the aisles, and by asking questions at random.

Be aware of undercurrents of behavior
Reserve part of your attention while instructing to watch, look, and listen. Do not become so absorbed in the lesson that you lose audience contact. Do not fix your eyes on the child who is reciting. Take note of everyone's work. Avoid trouble by anticipating trouble. Call on a disruptive child to answer questions or to go to the blackboard. Try not to turn your back to the class, especially for any great length of time. Have a student erase the board or distribute and collect materials. When you write on the blackboard, try to face or frequently turn to the class; if possible, have someone write on the board for you.

Keep the pupils in their seats
Keep the students from getting out of their seats, and most of your serious discipline problems will be reduced. Do no permit indiscriminate walking or wandering about. This creates an opportunity for one child to poke or punch another child, a "sport" the disadvantaged child often enjoys and calls "wolfing." Similarly, do not allow students to come to your desk to ask questions; it may lead to confusion on your part. Permit only one student to stand at a time. Keep a record of those who use the pass for any "emergency." Do not allow a student to leave the classroom frequently; otherwise, you will have a great many students taking advantage and demanding the pass.

Depend on interest to maintain order.
Interest is the most effective way for maintaining good discipline. A bored class is potentially a "bad" class. Always try to keep the students engaged in a meaningful activity. Plan your work ahead of time. Have all your materials on hand. Have optional and omittable items and use them according to the amount of time left.

Be friendly but maintain a proper distance.
Be willing to play the marginal role of entertainer. Be willing to ride a wave; namely, take a joke, or else the children will try to make more waves. However, never become too friendly. The children will take advantage. Similarly, never descend to their level. The children prefer to keep the teacher on a different plane.

Be consistent with discipline.
Do not be lenient one day and strict the next. Inconsistency is bewildering for any child. All threatened punishments must be carried out. The minute the children discover you do not remember, they will feel you always forget. Then, when you punish someone else, they will blame you for not reprimanding the student you forgot about and you will be accused of favoritism.

Be flexible
Deviations from routine must be handled according to the individual and not as routine. Some children need guidance, not discipline; others need a strict approach. Some children need to be dealt with after class; they are prone to challenge the teacher in front of their friends.

Use good judgment

Many behavior problems teachers encounter can be avoided simply by using good judgment as opposed to more direct action. It all depends on using the right approach at the right time with the right child. Without stopping the lesson, a nod of the head and a snap of the finger or a stern glance can be effective. Often you can put your arm around the shoulders of a student and get your point across. But you should know who can be touched. Do not touch a student you do not know, or get close to someone who dislikes you or with whom you have little rapport.

Always work with the individual offender.

Never punish the whole class when a few are responsible. It is a sign of weakness and indicates that you cannot cope with the situation. More important, it causes resentment and creates additional disciplinary problems. If you cannot distinguish the guilty ones, stop work and explain that a few selfish students are responsible for having to stop the lesson. Invoke peer group disapproval without asking for names (urging children to inform on each other will only unite them against you), but watch whom the children turn to. Even if the offenders cannot be detected, this method should at least contain them.

Handle all disciplinary cases yourself whenever possible.

When you call on someone else to maintain discipline in your class, you are in a sense surrendering your authority; in fact, you are admitting defeat. The problem has to be serious for you to rely on higher authority, because when you do you will probably never again have the same control.

Take immediate action whenever events call for it.

Disadvantaged children will not remember their contribution to events unless reminded right after the event. All disciplinary action, therefore, should be taken immediately after the incident. These children also get easily excited and become disorderly in groups. Since this behavior can disript the entire class, you would do well to deal immediately with the provoked child or to separate him from the group.

Do not threaten.

Doing without threatening is far more effective. Your point can be made by the way you touch the child (sometimes this is not advisable, see above) look at him, and manage yourself. If you do threaten, avoid the impossible. Once you are unable to carry out your warnings you lose face.

Apply restraint, keep calm.
Do not react to the behavior of the children with your own emotions or mood. Do not be influenced by your own needs, tensions, and weaknesses. A hostile or emotional teacher continues the cycle of frustration. If you get upset, try not to show it. As previously mentioned, the children enjoy seeing their teacher lose control. Also, if you make a habit of becoming angry, they will feel you resent them, and they in turn will resent you.

Do not make the offense personal, do not allow audience situations.
The child's offense in the classroom should not appear to be directed at the teacher, but at his classmates. Say, "John, you are ruining it for the class." Avoid giving any student a chance for an argument in front of the class; the child becomes a hero and the breach becomes obvious. Say, "John, I've been fair to you, but you're not being fair to me," or "John, let's talk after class."

Be certain to dismiss the class.
The class works to the end of the period or until you want them to stop. Do not allow them to start packing their books two minutes before the end of the period. The bell is a signal for the teacher, not for them. Younger children can be dismissed or lined up by rows (this will limit noise and confusion), but they should all be dismissed with no undue waiting. Students are in no mood to learn once the bell rings. By delaying them you are overstepping your authority. A good gesture on your part would be to wish the class "a good day."

Finally, the teacher can only try his best, nothing less, but nothing more. If you fail with one class, do not get perturbed or anxious, emotional or involved (unfortunately most teachers do) For the sake of your own equilibrium, leave your classroom and teaching problems in school. Do not allow your work to affect your personality. If the situation is so bad as to make you feel helpless or frightened, then stop teaching until the class is willing to cooperate. As a teacher, you must think of yourself first, otherwise, you will be less effective with your other classes and probably leave the school or the profession entirely.

Preventive Discipline

When teaching disadvantaged children it is of paramount importance to understand them--who they are, how they live, and what they want. The teacher also needs "common sense," something he cannot learn from books or practice teaching. Ideally, he should be capable of handling the exhibition of raw emotion. He should help these children cope with and transfer their frustration and anger, of which they have a great deal, to constructive purposes.

Emotionally disturbed children pose a special challenge, and there are many to deal with in ghetto schools. Their inability to get along usually makes them hated and isolated. My experience has been that they are unaware of their responsibility for or contribution to events. They have almost no feelings of guilt and are not responsive to others' feelings. When they realize they are wrong, they tend to withdraw and tighten up. By threatening or punishing, the teacher makes the mistake of appearing hostile; in turn, these children feel they have a right to hate the teacher and be "bad." For this reason it is advisable for the teacher to be sympathetic and even make special allowances. The other children in the class know they are different and will accept the fact that concessions are made.

Generally, disadvantaged children are not accustomed to success and cannot cope with it. Some do not know what to do; some become aggressive and some boisterous. Some will goad somebody less successful to duplicate their success. Unless instantly curtailed, this will result in a verbal or physical confrontation. The teacher is required to be swift and capable of acting as a judge. He does not ignore the students' clash of interests or their daring one another, which they also call "wolfing." These youngsters need the teacher's advice, and if he is fair, they will appreciate it, even though they will not normally admit it. On the other hand, these children are astute appraisers and knowing manipulators of their environment. Many know just when to stop before it becomes unsafe or before the teacher gets angry. When they are caught--they call it being "snagged"--many will fake or try to "con" their way out. They have a subtle and covert system of excuses which the teacher should recognize and differentiate, "Who me?" "What did you say?" "I didn't do it."

When one child threatens another, talk or "kid" him down. He usually wants a face-saving way out. If a child verbally harasses another student do not get upset, do not make an issue of it. Most of these children are constantly exposed to abusive language and cannot help themselves when they are excited. An apology is sufficient. If a child tries to provoke a teacher by accompanying his bad conduct with threats or insults, the vexing implications should be ignored. It only makes matters worse to create an audience situation, and the situation is aggravated by getting the child worked up to the point where he cannot save face. When this happens, the child has no control and cannot help himself. Most violent outbursts, in fact, happen when children try to preserve their "dignity." The teacher should calm the student down and then take direct action. He should be certain, however, the class is aware that the child has been dealt with, because this type of behavior is contagious if allowed to go unchecked, Also, he should make it clear to the child that he is not rejecting him, but his behavior, and that he demands more respect.

A weekly ten-minute group session or one on any day when it is deemed necessary is helpful for reminding students of their role and the need for cooperation. All work is stopped. The students question and comment about each other's work and behavior. They know who the "cut-ups" are and want, but rarely have a chance, to express their point of view. The child who does little work is reminded by his own classmates that he is failing himself. The child who misbehaves is reminded about group codes; this peer group disapproval is effective. In the same vein, the teacher learns how these children think and feel. All sessions conclude with optimism; for example, there can be a discussion of what might be done to improve the learning situation.

It would be advisable for the teacher to keep in mind that the worst "problem" child needs a friend; moreover, the disadvantaged child is in need of a friendly relationship with an adult and member of the larger society. Praise and understanding are new for a person who is accustomed to failure and rejection. His parents probably gave up on him, so did his other teachers. The knowing teacher is not a "clock watcher." He devotes his extra time to get to the root of the child's problem before it comes to a head in class. He seeks the actual cause of the child's poor work and poor attitude. Serious incidents do not just happen, anxieties collect and build up. The teacher can translate the child's frustration into better efforts before his behavior becomes uncontrollable and before direct action is needed. This interest counts and usually earns the child's good will. The student who may be the teacher's "biggest problem" could become the teacher's best friend. Thus, the teacher has fewer or no behavior problems to contend with in class, and therefore, has more time to teach.

Conclusion

The views set forth have been acquired mostly from experience, our most effective teacher. Although principles of teaching can be learned in advance, no one can be adequately prepared or really know what it is like to teach until he is in front of the classroom. It is recognized that some men and women who teach are not suited for teaching, especially for teaching disadvantaged youth. My paper will probably have had little value for these teachers, because what they learn usually cannot be applied in the classroom. Hopefully, it has been of some help to teachers who can utilize what they have just read.

Third Day - Methods, Materials, Techniques

1) Use isolation technique (suggestion: discuss discipline or self image)
   a) Carefully select people with rather strong self image.
   b) Summarize feelings and behavior that result.

Discussion 45 minutes.

2) Show on overhead Pro's and Con's of grouping. (Discuss 30 min.)

3) Discuss role playing and distribute guidelines. (15 min.)

4) Exhibit of Materials

ROLE PLAYING

The main goals sought from role playing or sociodrama are getting students to identify with desirable models and developing in them a willingness to participate verbally and actively in the classroom situation. Role playing requires preparation, but there is no script, and the dialogue is impromptu.

STEPS IN ROLE PLAYING

1. Warm up the group.
   Acquaint students with the situation to be enacted. Stimulate a desire to participate.

2. Select participants.
   Ask for volunteers or choose the participants on the basis of who needs to identify with whom.

3. Prepare the audience to observe.
   The group should be alerted to careful observation because of the discussion period which will follow.

4. The enactment.
   The actual performance may be brief or extended. The actors are not expected to present their roles without mistakes. It is very important that no student be condemned for his interpretation of a role, as this would only inhibit further participation and would thus defeat one of the major purposes of role playing.

5. Discuss and evaluate.
   Usually no prompting is required for the discussion and evaluation period. Students are usually so keyed up that they bubble with comments. They may criticize the characters and offer suggestions on how the role should have been played.

6. The re-enactment.
   The actors play their roles over and over again, improving their enactment in light of the suggestions. Usually new actors will take over the roles for the re-enactment.

7. Review and generalize.
   Certain generalizations should have been hammered out in the various stages of the role playing. These should be reviewed and shared with the group. It is important that the generalizations be made by the students, bearing the authority of peers. This will be much more meaningful than generalizations made by the teacher.

THE ISOLATION TECHNIQUE

I. Three people not familiar with the technique are asked to leave the room.

II. Three people are seated at a table in the front or center of the group. Empty chairs are placed in between each person.

III. While the three people are out of the room the three people seated at the table are told to do the following:
   a. ignore all comments from whoever sits in a designated chair.

   b. agree with all comments from whomever sits in another designated chair.

   c. disagree with all comments from the person sitting in the third chair.

Discuss a topic of interest to all.

At the conclusion ask members who left the room for their reactions.

What do they feel would their reactions be if this treatment were on an extended basis or every day?

Research indicates:

A. Ability grouping may promote group norms which are antithetical to building societal cohesion and social responsibility (less social cohesion, more aggressive behavior, copying of work). (6)

B. The act of grouping according to ability does not, in itself, improve achievement. It is what is done to and for pupils after they have been grouped that counts. (2) (3)

   1) Thirteen studies show slight differences in achievement when ability-grouped.
   2) Fifteen studies show no difference in achievement or slightly detrimental affect.
   3) Five studies show mixed results. (4)

C. Ability grouping may be detrimental to children in average and lower ability groups through lack of intellectual stimulation. (1)

D. Ability grouping seems to favor higher socio-economic-class children who do not necessarily benefit from the increased academic diet. (1)

E. Although research is meager in this area, it seems that improved achievement in college is a function of other factors than ability grouping. (5)

(1) I. Eash. Paper on Grouping. Ball State Teacher's College.

(2) Joint Committee Study of Ability Grouping. Norwalk Board of Education.

(3) Miriam L. Goldberg, et. al. The Effects of Ability Grouping. Teacher's College, Columbia University. New York, N.Y., 1966, p. 161.

(4) Ekstrom, Ruth. Experimental Studies of Homogeneous Grouping: A Review of the Literature. Princeton Educational Testing Service; April, 1959.

(5) Abramson, David A. The Evaluation of Ability Grouping in the High School. 1959.

(6) Rudd, W.G.A. "The Psychological Effect of Streaming by Attainment." British Journal of Educational Psychology, 28: 47-60. February, 1958.

HOMOGENEOUS GROUPING

(Ability - Achievement)

Pros

1. Meets the needs of the child because the group is very much like him, therefore he won't feel frustrated because he might be expected to do more than he was able, and conversely he won't be held back by slower students.
2. It is easier for the teacher when the range of ability of the children is limited.
3. It allows teachers to use different methods and materials with different groups.

Cons

1. We do not know enough about a child's abilities and potential to make sure he is in the best group for him.
2. Children in the low groups see themselves as "dumb," or "stupid."
3. Children in low groups have no peers to emulate for positive behavior - but rather reinforce the negative.
4. The majority of Negro and disadvantaged children are in the low groups. This reinforces their negative self-image and tends to reinforce stereotyping.
5. No group is truly homogeneous - there are always the smartest and dumbest in a group.
6. Teachers tend to determine expectation by the group level rather than by the individual.
7. The teacher is more likely to teach to the "middle" of the homogeneous group. In a heterogeneous group, he knows he has to individualize.
8. Materials and techniques are available for heterogeneous classes.

Fourth Day - School, Home, Community

1) Play tapes we developed on parent teacher conferences.
   Distribute guidelines
   Discuss 45 minutes

   or do the above with a role playing situation (to be decided by group leaders)

2) Show pictures of Norwalk and discuss. (30 min.)
   housing
   poverty
   segregation } - - -> its effects on pupils and school

3) Positive reporting — 15 min. discussion
4) Home visits

Notes from Discussion Group

I. Points to Consider for Good Parent Conference

  A. Preparations

    1. Precede conference with positive parental contact

    2. Sampling of work showing strengths and weaknesses

    3. Be prepared to interpret all test results and report cards

    4. Coffee pot - ashtray

    5. Seating arrangement away from teacher's desk

    6. Concrete examples of social and discipline problems should they exist. What would the parent suggest?

    7. Timing of conference

      a. Arrange for a convenient time

  B. Conference Itself

    1. Let parent talk - Listen

    2. Show respect for the parent and child

    3. Realistic positive suggestions for assisting child

    4. Don't meet hostility with hostility

    5. Evaluate conference together

    6. Terminate on positive note

  C. Post Conference

    1. Brief anecdotal record on all parent conferences

      a. Date, purpose, reaction, pertinent comments)

II. Activities to Involve all Members of P.T.A.

  A. Pot-luck dinner

  B. Programs that meet all interests

    1. Rumor clinic

    2. Role-playing age group problems

    3. Speakers that meet all interests

4. Student Involvement Program

a. Demonstration of phys. ed. program, home econ.

b. Sports night

c. Mother-Daughter, Father-Son

III. People Who Would Be Helpful in School Programs

A. Research needs to be done in this area

1. Human Relations Council, Silvermine College, American Theater Group, Community Drama Group in Norwalk, Town Player's, local authors, local artists, local athletes, Sergeant O'Grady, Mid-Fairfield Museum, planetarium

IV. School and Community Activities Students Could Be Involved In

A. HEP (expanded to meet needs of students in other deprived ares of Norwalk)

B. Sports Clinic

1. Assisted by teen-agers

2. Sponsored by Recreation Office, Kiwanis

3. Transportation provided for all - school is communication between recreation and child - applications go through school

C. Girls' Clubs (ask Mrs. Gilmore)

D. Block Dances

V. List of Some Expressions That May Be Offensive

A. Partial list

1. you people

2. boy

3. darkies

4. bus pupils

5. all words which would refer to an ethnic group (Hunkie, Kraut)

6. Uncle Tom

7. Uncle Remus

8. Aunt Jemima

9. Jim Crow

VI. List of Discriminatory Practices School Can Deal With and Show How

  A. Seating in class

  B. Expensive class trips (work days, policy?)

  C. School's relationship to Jr. Achievement

VII. Parent Handbook

  A. Separate handbook for elementary, junior high, senior high

  B. School calendar (holidays, report cards, P.T.A.)

  C. Code of dress and why

  D. List of teachers

  E. Interpretation of report cards

  F. Health regulations

  G. Phone numbers - school, guidance

  H. Suggestions for study ?

  I. Rules of discipline ?

CRY THE BITTER FRUIT

> There was a day in the vineyard of youth when the fruit was ready for sun and rain and well-tilled soil to make it grow full, juicy, and sweet.

That was the day Billy found the robin's nest. Cautious and quiet, he crawled higher in the tree and looked into the nest, woven of weeds, straw,and bits of fuzz. It was intricate and a thing of beauty.

Billy knew the bird had been a robin because tiny pieces of blue egg shell were left in the nest. Careful not to crush his treasure, he ran to school with it. All of his friends in the second grade were impressionable youngsters who could be awed, and they spoke in whispers about the nest.

The second-grade room was a pleasant place, bright with cheerful colors, books, and drawings. Each window ledge had some rock, bit of wood, or plant brought in by the pupils. There were tall tables for standup work, and low tables just right for elbows when children were seated.

All day long the boys and girls investigated the world. It was fascinating, and the people in it were strange and interesting. Questions were fuses that led to the dynamite of knowledge. Birds' nests, turtles, and even sand compelled the curious to the book shelves, or the the outdoors that was the home of an endless variety of mysteries.

There was delight and ectasy in the knowledge of why the nest, and how the turtle, and when the sand. Billy was rewarded; his nest was treasured; his contribution was immense.

It was about this time that Billy's second-grade picture was taken. It shows a blond boy, smiling and making no attempt to hide a missing front tooth. His shining eyes bespeak a great capacity to be interested in everything around him.

Billy himself was amazing and amusing. He was seldom sick. He was happy in learning about nature. He was fueled by a burning curiosity and enthusiasm that proceeded sometimes slowly, sometimes rapidly, but always surely.

> But as the years passed, the vineyard, became a desert land and the boy, its bitter fruit.

There is, at the school, a file on Billy, who is now in the ninth grade. One of the first entries in this educational record is a report on a reading test, duly entered in the third year of Billy's quest for knowledge. This report shows that Billy is a poor reader, but it does not show that after the test he spent hours watching a black ant struggling across the face of the land, carrying a dead ant bigger than itself. Nor does it show that Billy's thoughts, as he watched the ant, were cosmic and considered the infinities.

Similar insufficiencies accompany the intelligence test (short form) that gives Bill an IQ of 89. Indeed, it is the short form. It ignores Bill's health, his love of nature, his wonder, his persistency, his undeviating honesty, his loyalty, warmth, and spontaneity.

All of these aside, Billy's mental age was divided by his chronological age, multiplied by 100, and Billy's reward was a number. Subsequent teachers would classify Billy as belonging to a slow-learning group.

Also in the file are achievement tests without number, giving each year irrefutable evidence that Billy should be somewhere else. Some said, in a lower grade; some said, in a trade school; some said, on the farm. And each year Billy's marks kept indicating that he did not possess the facts contained in the books which he still had difficulty in reading.

In the file, too, are report cards with marks that slid from Bs to Cs, from Cs to Ds, and then, allowing Billy no place to hide, completed his shaming with the finality of the glaring red Es. Thruout these years, Billy had asked fewer and fewer questions.

When he wanted to draw his idea of a man, he was given a pattern and told to cut around it. All the silly little identical patterns were placed in the windows so at open-house time the scrubbed and sterile school shone with consistency.

When Bill came rushing to school and enthusiasm tumbled his words as he tried to describe the polliwog that grew legs or the music of the cicada, he was taken even more firmly in hand and told that his communication was terrible. His participles dangled; his objectives replaced his nominatives. Confused by doesn'ts and don'ts, finally he was silenced.

There was no more questions. There was no more enthusiasm. Curiosity became an invitation to trouble, wonder a web to entrap, awe a sin, and questions were for others to ask.

In the second grade the record notes no absences; in the ninth grade, he was absent more often than he was present.

The record of his retrogression is told, too, in the notes on his "citizenship," made during the years by his teachers, always kindly, increasingly baffled:

> Billy is full of life and vigor. Everyone likes him. He is a good worker, but he must be kept busy.
>
> Billy is a lovable child. With help and attention, he can do average work.
>
> With direction and challenge, Bill may improve.
>
> Bill is nervous, but I hope he is headed in the right direction.
>
> Bill tries so hard to learn, but he must be held to a consistently high level of achievement.
>
> Bill seems a little immature.
>
> William is inclined to be lazy unless you keep after him. It is a continual battle to make him finish anything he starts.
>
> William is a fair student in everything but reading. He still needs lots of work on phrasing. He is nervous and moody, and he will have nothing to do with the group. It is his way of getting attention. But he does like sports.
>
> Bill is still a very slow child, but since he has already repeated the sixth grade once, there is no point in retaining him. He is nervous and is becoming a discipline case.
>
> William refuses to read or cooperate in a group and is a general nuisance. He is far below grade level.
>
> There isn't much to say about William except that I haven't been able to help him much. He does little in school except misbehave. He has very poor work habits, little natural motivation,and a terrific desire for recognition, which he satisfies by doing unkind things, such as kicking and pinching others.
>
> William has many tensions behind his retrogressive behavior.
>
> William is usually very uncooperative and discourteous. He does little or nothing in class. He is his own worst enemy.

In short, the record shows that William did not fit well into the pattern and progression of grades, classes, and groups of alikes.

What William had become shows clearly, too, in his ninth-grade picture. Now the shoulders sag, and the face is sullen, with bold eyes but a blank expression. The hair is trimmed in accordance with the local "hoods," and he wears a black leather jacket trimmed with chrome. What happened between the robin's nest and the black jacket?

> Why has the soil in the vineyard become hard and unproductive? Are there no warming rains that can revive the withered vine?
>
> So cry the bitter fruit. The vineyard has not fulfilled the promise of the land.

Lamper, Neil: National Education Association Journal, May, 1958.

PARENT CONFERENCES TAPE #2

A. Belligerant Parent

What to do? Refer to hints for a successful conference.

B. The Ineffectual Parent

What can the teacher do in school to help the child?

Should this be referred to the social worker?

C. Baby Sitting

What to do?

1. Give meaningful home work assignments?
2. Refer to social worker?

D. Subtle accusation of prejudice

Does the parent have a legitimate complaint?

How could the coach handle the team attitude?

E. The disorganized teacher

A Parent's View of Norwalk Schools

Parents: Mrs. Melba Rose
Mrs. Gross
Mrs. Mason
Mrs. Brown
Mrs. Strickler

Consultants: Mr. Edward McEnroe
Mrs. Wendy Glasgow

Questions to Which the Group Addressed Itself

1. What concerns do parents have about the use of records as it affects teacher opinion about their children?

Comments:

a. Children are sometimes stereotyped by grouping, achievement and records.

b. Records should not be viewed in a fixed way - not absolute.

c. Records need constructive comments.

d. Witholding records for a period of time has reduced prejudgement.

e. Comments should be objective - don't make general statements.

f. Parents want the teacher to know if a child has a disability or is emotionally disturbed.

g. I.Q. tests have been used to stigmatize and are abused by most teachers.

h. Comments are often misunderstood by parents. (educational jargon)

II. What makes a successful parent-teacher conference?

Comments:

a. Teachers need to listen more.

b. A third person such as a guidance counselor should be present.

c. Conferences should emphasize the positive.

d. Conferences should be during school time.

e. Training teachers in good conference technique is nedessary.

III. How can we have better communication between the school and home?

Comments:

a. A parent's handbook including school policy and rules.

b. Letters sent home of a positive nature.

c. Home visits thought helpful by parents.

d. A human relations council in the P.T.A. might help to get more parental involvement by suggesting activities of interest to all parents.

IV. How do the parents see the role of the school in discipline?

a. The parents handbook would help communicate the rules of dress and other concerns to the parents.

b. Some parents felt that teachers can cause discipline problems.

Fifth Day - Evaluation and Practical Application

1) Negro History games (30 min.)
   Use Emma Gilmore's guide

2) Attitude evaluation test again. (30 min.)

3) Recommendations (30 min.)

"INSTANT" NEGRO HISTORY

Success Proof Technique

The following techniques have been used many times. These techniques can succeed only if the teacher becomes involved in the motivating and learning process.

I. Game Technique--Where Is My Partner?

object: to find the partner with the correct information and share this information with the group.

1. Names of amous persons are written on separate pieces of paper.
2. Contributions of the person is written on another sheet of paper.
3. Write as many names and contributions as there are students in the room.
4. Pin a paper on each person.
5. Set a time limit for the game (time to vary according to the situation).
6. There then follows a free period for pupils to find partners by matching names with the contribution.
7. At the end of the time limit the persons that have names with the correct contributions are partners and are the winners.
8. Partners sit together to the position that they work.
9. Teacher has all pupils sit down and turn in names; contributions may be put on the bulletin board and pupils match during the school week--or teacher may assign for research and an oral report at a later date.
10. Group becomes quiet and first partner stands and faces the group. The one with the names says "I am" and gives the name. The other says, "I am known because" and gives the contributions.
11. Teacher of group may add other information at this time.

II. Variations to game techniques: "Where is my Partner?

A. May be used as a "social mixer" or "ice breaker". This is an excellent way to get children to mix freely in a group.

   1. pupils are pinned as soon as they enter the group.
   2. Leader tells them to find their partner (a person whose paper pinned to them matches, and the proper name is with its contribution.)

3. Leader also tells the pupils after finding their partners to sit apart from the group and, using reference books, to find out as much information as possible about the name pinned on one of them.

4. At the end of a given period all are seated in a group (prizes may or may not be given) and the partners give information to the group.

B. May be used as a group game.

1. Class is divided into as many groups as possible.

2. Each group is given a large number of papers (ones which are either a name or a contribution).

3. A time limit is set.

4. Then each group working together tries to match the names with the contribution.

5. When time is called, groups tell the name and contribution and a point is given for each correct set.

6. The group with the largest number correct is the winner.

7. Teacher may then permit groups to use referencr books and they repeat the game. The only difference is that they are now using reference books. (This is an excellent way to teach reference skill.)

8. Time is called again and report is given to the group on each matched set. The group with the most correct is the winner.

III. Technique: Who am I?
object: To stimulate interest in locating information quickly--using all the basic and reading and reference skills.

1. The teacher writes on the chalk board or a large piece of paper, Who am I?--then a name (be sure to write the full name.)

2. Pupils are given a limited time to identify the person. They may use any source available.

3. As soon as the first person locates the information the teacher says, "Stop, we have someone here who thinks he knows the name."

4. Everyone stops, the pupil stands, shows his reference book and gives the page. (teacher should check to make sure that student has the correct information) Then pupil is sent to another area of the room to read the information and give an oral summary.

5. While this is being done, the teacher puts another name on the board and the same procedure is followed.

6. When the second person is sent to get information, follow the procedure coutlined in no.4. Teacher should do something special to recognize the winner. Example: large applause or names put on the board, or a prize - something to encourage others to try to find the information.

IV. Variations to "Who am I?"

1. Class divided into two groups.
2. Name written on paper and shown to groups.
3. Groups work together and the first group to locate the information gets three points.
4. Teacher puts the source of information next to the name.
5. This is repeated until a number of names and the source of information is located.
6. The group with largest number is the winner.
7. Then during the daily lesson teacher can assign names for further reports since the pupils have already been given the source and have been motivated to find out who these persons are.

V. Technique - Monthly Calendar

1. A large Monthly Calendar could be hung in the room with a large space for each day.
2. Then the teacher could write in the names of Americans or world leaders that made outstanding contributions to our country or the world.
3. This is an excellent way to include the contributions of the Negro to America.
4. Pupils could be assigned to a special day.
5. Pupils would report on that day. Saturday reports could be made on Friday, and Sunday reports could be made on Monday.

VI. Technique to "Go and See"

1. Pupils should be encouraged to visit places within the state that has a landmark commemorating some Negro's contribution to America which was of historical importance. Example: Crispus Attucks monument in Boston.
2. Teacher may write to the state capital for information regarding this.

VII. Pictures

1. Pictures are alwaus an excellent way to teach contributions.
2. Pupils should be encouraged to draw pictures of outstanding Negro Americans.

3. Enclosed is a picture of George W. Carver by Margaret Riggs when she was in the fifth grade. A duplicate of the picture was drawn on a master and a copy is enclosed. The author was able to use this picture as part of a cororing book.

4. The coloring book entitled "Great Americans" was enjoyed by younger children as the author taught them about outstanding Americans, and at the same time stressed the contributions of the American Negro. (Note-- this was done in the evening by the author in an attempt to help yound Negroes realize that Negroes had contributed to the American way of life.)

VIII. Symbols

1. This may be used to interest students in learning. The author used the symbols that are included in this booklet with great success in the story of George W. Carver. Pupils were able to retell the information with greater accuracy and success.

2. Any significant symbol may be used. If a baseball were used, for example, the pupils would list the people that were famous in baseball.

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Parents on the Run - The Need for Discipline in Parent-Child and Teacher-Child Relationships; by Marguerite and Willard Beecher; Grossett and Dunlap (1189), 1967. $1.25

Multicultural material at Instructional Materials Center

Motion Pictures

MP296	Brotherhood of Man Humorous style, makes the point that dissimilarities between people are not basic but result from superficial environment influences
MP713 & 714	Frederick Douglas

Boxed Filmstrips

B604	Mary Bethune
B605	George Washington Carver
B606	Benjamin Benneker
B607	Robert Smalls
B608	Frederick Smalls
B609	Harriet Tubman
B633	Story of American Negro: from slavery to civil rights
B684	Story of Negro American

Filmstrips

FS583 & FS396	George Washington Carver
FS1311	Haym Salcmn
FS1766	American Negro, Quest for Equality

Tapes

T1184	The Negro as an American
T1182	You've got to be taught to listen
T965	Abraham Lincoln
T1004	Arrow in the Air (about Polish)
T1007	Blow that Whistle (break up of hatred ring)
T1008	The Bridge Builder (Jewish problem)
T1061	Face to Face (Puerto Rican prejudice)
T1072	Hey, Cabbie (Jewish prejudice)
T1071	Occupation Housewife (brotherhood)
T1063	Sheriff Matt Blake (Mexican)

Multicultural Material at Instructional Materials Center

Boxed Filmstrip on Minority Groups

B685	Story of German American
B686	Story of the Polish American
B687	Story of British American
B688	Story of Spainsh Speaking American
B689	Story of Hungarian American
B691	Story of Irish American
B690	Story of Italian American
B692	Story of Jewish American
B693	Story of Scandanavian American

Special Tapes for Staff Use: Received from Multicultural Department

Cross Cultural Approaches
Future of the American Race Relations
Race and Education
Special Problems of Teachers
Alternate Strategies for the Educationally Disadvantaged
Curriculum Change: Fouus Pre-Kindergarten

Administrative Tape File (recorded at Nathaniel Ely 2/6/66)

T102	Negro History: Myth and Reality
T104 A and B	Golden Age in the Western Sudan
T106 A and B	Africans in Exile
T107 A and B	The African in 20th Centruy
T108A and B	Negro History, Dr. Van Woodward (Norwalk High 2/27/66)
T87A,B, C,D	Negro History (Rabbi Hachen & Mr. I. Cohen)
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